

annual growth rate of Medicare in recent years. That is to say, increasing spending for Medicare at twice the rate of inflation as opposed to three times the rate of inflation.

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And of course those Medicare television ads nor the fact that President Clinton, after much procrastination and foot dragging, has finally submitted his own proposal for saving Medicare from bankruptcy. That would grow the program. That would increase annual spending for Medicare benefits at 7.8 percent annually as opposed to our 7-percent growth rate.

Now the AFL-CIO has come on the air with ads claiming, using the big lie technique, that the Republican Congress voted to cut student loans. Well, let us go back and take a look at the record. In fact, the Republican majority in Congress last year as part of our 7-year plan for balancing the budget in H.R. 2491 increased funding for student loans by \$12 billion, from \$24 billion today to \$36 billion in the year 2002. That is a 50-percent increase in Federal taxpayer benefits for student loans.

Under our proposal, which the President vetoed, a record 8.4 million student loans would be made in the year 2002 up from 6.7 million student loans in 1995. There simply are no cuts, yet the AFL-CIO insists on misrepresenting and deliberately distorting our record.

Second, Pell grants will increase this year to a maximum of \$2,500 per student, the highest level of Pell grants in our country's history. That is the highest maximum award of a Pell grant for a college student in the history of our country. So we are supporting better education, especially for those who need it most.

We have attempted to begin slowly but surely transferring power and control over education back to local school districts and parents across the country. It does not belong back here in Washington under the control of bureaucrats because, after all, decision-making in public education is by a longstanding American tradition a decentralized custom.

So we have been working hard, Mr. Speaker, and we continued that work today with the passage, actually, I guess the vote was postponed until tomorrow, but we did today introduce legislation which will pass by an overwhelming bipartisan margin when we take this recorded vote tomorrow to reduce loan fees for students. That is the Student Debt Reduction Act of 1996 that we had on the floor earlier today.

We are not decreasing student loans, we are in fact increasing the accessibility and affordability of student loans. This follows on the heels of a doubling, a 100-percent increase, in taxpayer funding for public education in this country between 1945 and 1965, another 100-percent increase from 1965 to 1985, and a 20-percent increase in taxpayer funding for public education since 1985.

We Republicans are committed to improving education for our Nation's youth and saving them from a failed education system run by bureaucrats, which has too often not given them the hope and the opportunity and promise for a better future that a public education, which is the cornerstone of equal opportunity in a Democratic society, should provide.

So I will be speaking on this, I am sure again, as we proceed to conclude our legislative business over the next few weeks, but I wanted to take this opportunity, Mr. Speaker, to follow up on the debate we had today, particularly after the gentleman from Michigan [Mr. KILDEE] challenged my remarks and we were not able to debate it at that time. I would dearly like for one or more of my Democratic colleagues to come to the floor so that we could have a very legitimate, genuine, bipartisan debate on education funding and the right education policies for the future of our children.

JOB CREATION AND JOB LOSS IN AMERICA

The SPEAKER pro tempore (Mr. MILLER of Florida). Under a previous order of the House, the gentleman from Florida [Mr. MICA] is recognized for 5 minutes.

Mr. MICA. Mr. Speaker, I come before the House tonight to talk about issues that I think are important to me, not only as a Member of Congress but also as a father and a parent and someone who is concerned about the future for my children and the future for all children in America. It is good to get away from Congress and to go out and talk to people in the district, and it has been great to have a congressional work period where I have had a chance to talk to folks and hear their concerns.

I come from central Florida. It is basically a pretty prosperous area. We do not have some of the problems of the urban areas, but one of the concerns that I hear repeated and that I personally have been concerned about is job creation.

Now, we have heard the President lauding some of the economic figures and unemployment figures, and we have heard touted the creation in this administration of 10 million jobs. So I thought I would look into these 10 million jobs and see what has been created, what has been done and what the future is for our children.

One of the interesting statistics, although 10 million jobs have been created in this administration, the bulk of those jobs are part-time jobs, they are low-paying jobs, they are contract jobs, and they are service jobs. In fact, I was startled to find that during just a 2-year period, from 1993 to 1995, that in fact a startling 8.4 million Americans lost their jobs, and that is the concern that I heard out there, is people fear losing their jobs.

What is interesting about 8.4 million people, Americans, losing their jobs

during this 2-year period of the 4-year job expansion is the majority of those 8.4 million people who lost their jobs lost a good paying job, a high-technology job, or a job that was in a sophisticated area, and the majority of that 8.4 million had to take a job in a lower paying, a lower level, a less sophisticated job. And, really, that is the question that I heard asked of me and the question that I asked myself: What about the future? What about jobs for our children, when half of those jobs that are lost, that 8.4 million, we relegate our citizens to lower paying jobs?

Now, in 1989 there were 1 million more jobs in manufacturing than there were in Government. This is an alarming figure in what has happened since 1989. And listen to this: Last year there were 1.5 million jobs more in Government than there were in manufacturing in this country. So we are employing more people on the Government rolls.

And this story about ending big Government as we know it and the era the big Government is over, it just does not hold water because we have more people on public payrolls and less in manufacturing than we have ever had.

I had a conversation with a mother whose daughter was one of the few students in advanced physics, during the past weekend, and some time ago she told me about her daughter at the University of Florida, one of the few students in advanced physics. The next area after nuclear physics is the area she is in, advanced physics studies. Now she has transferred to Northwestern University and she is the only American student in her class in advanced physics. This is scary for the future. Her choices are going to be to work probably in Tokyo and Geneva when she finishes. What kinds of jobs are we creating?

And then we look at the job and education programs and they are a total failure. In my State we spent \$1 billion on job training in the State of Florida, and a State report recently released said that less than 20 percent of those students who entered the job training program completed the program. Of that, only 19 percent, 19 percent of the 20 percent, ever got a job. So we are paying much more and we are getting less. We are not giving good opportunity for the future. We are replacing good paying jobs with jobs that do not pay much.

And the debate in this chamber has been about whether we pay people \$5.15. That is not acceptable to me. That is not acceptable to the future. We can and we must do much better.

SPECIAL ORDERS GRANTED

By unanimous consent, permission to address the House, following the legislative program and any special orders heretofore entered, was granted to:

(The following Members (at the request of Mr. PETERSON) to revise and extend their remarks and include extraneous material:)